

With regards of the Author.

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ORATION

BEFORE THE

ALUMNI ASSOCIATION

OF

HAVERFORD COLLEGE,

ON THE OCCASION OF THE CELEBRATION OF THE FIFTIETH ANNIVERSARY OF THE OPENING OF HAVERFORD SCHOOL,

TENTH MONTH 27th, 1883.

BY

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(Class of 1854).

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ORATION.

FELLOW ALUMNI, LADIES AND GENTLEMEN:

Fifty years have now passed since the doors of yonder hall were first thrown open to students, and Haverford School commenced the work it had assumed to do. So commonplace have anniversary celebrations become of late, that we might well shrink from the observance of this occasion did it not so impress our minds, and stir within us deep feelings, reviving pleasant memories and evoking glorious hopes, that we dare not deny ourselves its pleasures nor withhold from thee, our Alma Mater, the tribute that is thy due. We come, not only to deck thy brow with well-earned chaplet, but recognizing that so many of us—thy sons—have attained the full strength of manhood, we come with open heart and hand to enter into sympathy with thee, and to promote thy work, thy life, thy mission.

How long, and yet how short, these fifty years! Compared with the century of our nation's life recently completed, and made the occasion of the peaceful commingling of representative men from all quarters of the earth, with the two centuries of the Commonwealth within whose borders we are met, with the history of the Anglo-Saxon race, of all whose glories we boast as our own, or of the Christian world, of whose life Haverford and its life are a part, and whose nineteenth century is almost completed—compared with these, how short! But to us, how much! to most of us, more than our life: and in a sense to each of us, his own life is all that he can span, and is the standard by which he measures other lives. Yet more, *these* fifty years are more than any other of this world's history, save those to which all

prophecy pointed, and in the fresh memory of which all Christendom delights to dwell. A half century in which the nations of the earth have been brought within conversational reach of one another, and in which the march of human progress has been unparalleled. They are not to be measured simply as the half of a century, or even the mathematical proportion of any longer period. In 1833, the total population of the United States was but about fourteen millions. It has increased nearly fourfold. That of the State of Pennsylvania, which had been settled by Penn one hundred and fifty years previously, was but one-third what it is to-day. Railways existed rather in engineers' contemplation than in fact, for though the rails had been laid in the narrow pass which bounds these grounds upon the north, horse-power was the motor of the time. Anthracite coal was but in the early stages of use as domestic fuel. Photography had not yet lent its assistance to the scientist, the artist, or manufacturer. The submarine cables which now acquaint us at the breakfast table with each day's good and evil thought and action on the world's continents, were not; nor even the land wires which to-day render their efficient aid in mercantile transactions of almost every class. Much less was the power known of conversing audibly and intelligibly, in natural tones, with our friends a hundred miles away. These United States were but an infant nation, barely respected beyond the seas, dependent in every emergency of trade upon the capital of foreign money centres. The whole estate of Stephen Girard, who died in 1831, reputed the richest man in America, was represented by figures in which the railway magnates and mining kings of to-day count their annual incomes or profits. London and Amsterdam look askance at the till recently unparalleled spectacle of the current value of money being less for weeks or months together in the financial centre of the New World than with them, and the national credit of the United States surpassing that of the most

favored borrowers of the Old World. Nor would any picture of this half century approach completeness that omitted mention of the culmination of the colossal struggle between the advocates and opponents of the extension of human slavery—a civil war which is estimated to have cost the nation, directly and indirectly, nearly a million lives and nine thousand million dollars, which entailed upon society North and South, East and West, habits of idleness and dissipation, but which in the providence of God was instrumental in adding four millions to the freemen of America, and in removing the foulest blot upon our nation's fame, which established our national integrity, and caused the resources and power of the United States to be respected by all the aristocracies and democracies of other continents. How much of power, how much of responsibility, how much, alas! of danger, attaches to the new order of things which the revolution of the past half century has created, who can tell, or dare contemplate?

Nor has Haverford failed of its changes during this period. All must regret that so few can be with us to-day who can picture from memory the Haverford of 1833, when the band of twenty-one first gathered at the master's call. Yonder building, now known as Founders' Hall, alone graced these grounds. A small space on its north side and the adjoining grove were its only lawn. The red earth from the foundations was the adornment on the south, where the eyes of us of later boyhood are accustomed to graceful terraces and shaded walks. In the open space beneath the piazza hands and faces were washed, though wintry snows were not excluded, and brushes and towels were often frozen stiff. Some among us will recall the sight of the first locomotive engine which traversed the rails; how it stopped to fill its boiler by buckets from the rivulet which runs through the embankment just east of the lawn, and how farmers, laborers, and scholars swarmed about it with curious interest, and fled with alarm when its whistle was unexpectedly blown. The site

of the school was selected in part because of its purely rural character, its protection against the bustle and distraction of city life. Now it is within about a half hour's reach of the heart of Philadelphia, and from within its very precincts men daily pursue their avocations in the city and return to refresh both mind and body among these classic groves. Undergraduates of to-day would chafe under the restrictions which bound us of earlier years to seclusion for five consecutive months, and under the regulations which enforced continuous study throughout the summer's heat and ignored those days in the year's calendar which are so generally observed within as without the Society of Friends as days of thanksgiving, memorials, and family reunions. The midnight oil of the student was sperm or lard, dimly burning, rather than the refined product of the earth's flowing wells, lighting his path to success and distinction. All these are pleasant memories, but there are profounder questions we naturally and properly ask on such an anniversary as this.

What part is Haverford playing in this march of human progress? What was, what is, its *raison d'être*? How far has it fulfilled its purpose? and what are our just hopes of its future? Organized by one branch of the Christian Church and its management confined within its limits, none will question it had in part a denominational purpose—the education of those of the founders' faith, and the wider spread throughout the community of those views of Divine truth, those aspects of Christian life, which they embraced and practiced. And yet it had no proselytizing purpose. The inspiration which called our Alma Mater into life followed so closely that sad division in the Society of Friends which crippled its strength and influence, not yet fully regained, that we must naturally associate its organization with the conviction in the minds of its founders that that division was in measure due to want of knowledge (and, we may assume, espe-

cially Scriptural knowledge) and neglect of mental culture, which knowledge and culture Haverford School was designed to impart and promote. They recognized that as without instructing him the parent had not fulfilled his duty to the child, nor the State to the citizen, neither had the Church fulfilled its duty to its members without their instruction, and that if they were to grow up in unison with it—to be in their turn its standard-bearers, and to exemplify the Christian morality which they regarded as essential to the welfare of the individual, the State, and the Church—their natural faculties must be developed, they must be educated, in the most literal and noblest sense of that word. The best that was in them must be educed, and to this end, truth, not error, must be imparted. Models of wisdom, of strength, of rounded culture, must be ever before them. Calling into our presence to-day the memories of the past—measuring character not by boyish whims and prejudices, but with the juster estimate of the imperfection of human character which comes with more intimate acquaintance with the only perfect humanity, that of our Divine Exemplar—may we not rejoice with reverent thankfulness and honest pride that Haverford in every stage of her history has presented such guides and such examples? Behold upon her escutcheon, in letters of gold, the honored names of Gummere, the elder and younger, Hilles, Smith, Yarnall, Harlan! and I leave to men of successive epochs the pleasant task of completing the list as reverent memories of their several instructors may prompt. Bitter and sweet, light and shade, so mingle in the living present that, like new wine, it often lacks the piquancy and flavor of the old. But I dare not, while bearing tribute to honored friends of the past who have been called higher and received the “well done” which their work on earth so richly merited, withhold just tribute to the living. With a more or less intimate acquaintance with Haverford life for over thirty years, and with opportunities for closer observation than

most during the recent few, I here state my conviction that the Faculty of 1883 is not the peer only, but the superior of any of its predecessors within my knowledge; that in scholarship, in generous culture, in power to teach, in moral attributes, in that love which seeks to bestow the best gifts with which they have been themselves endowed, they make the Haverford of to-day richer and stronger than ever before. And herein is our hope!

Let us look deeper into the purposes of Haverford's foundation. Of the men named in its original charter, of those who subscribed to its early announcements, of those who composed its first board of management, not one survives. All, all are gone! But their work abides, and their published purposes and acts. These are our chart. The following extract from the first report of the managers to the contributors, made nearly two years before the opening of the school, will illustrate the conscientious care with which they entered upon their duties, the fruits of which it is our privilege to enjoy.

"Immediately after their appointment, a committee was charged with the care of procuring a suitable farm for locating the school. This committee diligently attended to their duty, and examined every place offered for sale, within ten miles of the city, that was at all likely to answer the purpose. The difficulties in the way of our being suited, were however great, and seemed for many months insuperable. We wished to procure a farm in a neighborhood of unquestionable salubrity, within a short distance of a Friends' Meeting, of easy access from this city at all seasons of the year, at the same time that it furnished facilities for bathing, and was recommended by the beauty of the scenery and a retired situation. Many farms, highly eligible in some of these respects, but wanting in others, were presented to our notice from time to time, and claimed the attention of the managers. The only one which united the suffrages of the

whole Board, is a farm which has recently been offered to us, and which we have since purchased for the sum of seventeen thousand eight hundred and sixty-five dollars. It is an oblong tract of one hundred and ninety-three and a half acres,* lying on both sides of the Haverford road, near the ten-mile stone, and extending from that road to the Pennsylvania Railroad, being nearly south of the eight-mile stone on the Lancaster turnpike. There are about twenty acres of woodland, distributed in small groves, well adapted for ornamental cultivation. The soil is a light sandy loam, easily cultivated, and a part is in very good condition. It is well watered. * * * There is water power, * * it is thought, sufficient to raise water to the highest spot on the farm. There are, in addition, two fine springs of water. There is, also, a quarry of good building stone. The grounds slope to the south and southeast, and leave little to be desired on the score of beautiful scenery or eligibility for building." How amply has the test of fifty years proved the wisdom of their choice.

In the Fifth month, 1833, a few months prior to the opening, an elaborate and masterly address to Friends was issued by the managers, presenting both the grounds for establishing such a school, and their views of the education demanded. It is but just that these views should be received by their successors in their exact language, which it gives me the more pleasure to quote because of the singular grace and force with which they wrote.

"In the first place," they say, "we do not aim so much to make brilliant scholars of our pupils, as to turn out well-instructed, serious, reflecting, and useful men. The acquisition of knowledge, valuable for its own sake, is chiefly to be prized as the means by which incomparably more important objects—

*By a subsequent purchase or donation, the area of the farm was increased to two hundred and sixteen acres.

the cultivation of the mental powers, and the formation of correct principles and habits—are to be attained. Education in this most comprehensive sense is the business of life, commencing in infancy and carried on in rightly governed minds to old age. That portion of it which devolves upon tutors must, to be valuable, have reference to this great end of the formation of character, and must be modified in its details by the peculiar mental constitution of the individual and his prospects in life. In laying the foundation of a good education those parts of the multifarious mass of human knowledge must be selected, the study of which is most strengthening to the faculties, and the application most useful in the affairs of life. * * * It should not be objected that the course of study we have laid down is suitable only as a preparation for the literary professions, and that it can be of little use to men in the more mechanical and laborious occupations. If its chief value consist in this, that it strengthens the faculties, forms habits of patient thought and steady perseverance, and establishes in the mind just methods of reasoning, these are of great value in every sphere of life; and although the studies during the pursuit of which they were acquired may be neglected or forgotten amidst the cares and duties of manhood, the mind will retain the impression which it has received, as soils will retain the marks of fertilizing growth for years after it has moldered away."

The limits of an address appropriate to such an occasion as this compel the omission of the analytical treatment of the relative value of the study of pure mathematics, the natural sciences, and the ancient and modern languages. To those interested in the science of education, and especially to those engaged in the conduct of our schools, whether as instructors or committee-men, I commend this address of those to whom we owe so much, for attentive perusal.

What was the peculiar phase of religious belief which here

sought expression, and with which Haverford education was to accord? A simple faith in Jesus Christ as the incarnate Son of God, the Redeemer and personal Saviour of men—a worship of God the Father and the Son, individual and spiritual, without human intervention—the discarding of rites and ordinances as non-essential to salvation or Divine favor under the Christian dispensation—the indwelling and immediate guidance of the Holy Spirit in the individual believer—and the acceptance of every law of human conduct announced by Christ as an ever-present continual personal obligation. Such has been and is the high standard of Haverford's teaching. It is in no spirit of boasting, or of odious comparison, that we claim that no other educational institution of our land of equal literary grade has approached so nearly to this standard. Witness the large proportion of her sons who have maintained and proclaimed the like faith before the world. Witness the part taken by not a few in the uplifting of the lately liberated race in our Southern States, and in the Christian civilization of the aborigines of our land. Witness the action of her Alumni five years ago in offering to the world a premium for the best essay on the most effective substitute for the sword in the settlement of international disputes. Witness the recent declaration of her President that, so far as he knew, her undergraduates were then free from the use of intoxicating drinks. Few of Haverford's sons have ever disgraced her. They have generally led honest and honorable lives. They have made their mark in the business world and professional life, and many have become wise educators of succeeding generations. We may not point to a long array of names prominent in diplomacy or statesmanship, though Haverford's sons are by no means strangers to legislative halls, but we can point with honest pride to much self-sacrificing, intelligent, and fruitful effort among them to improve local government and the civil service of the nation, to ameliorate the sufferings of mankind, to remove pauper-

ism, to lift to a higher plane of thought and living those who are fallen and degraded—in a word, to forward the march of human progress and of free institutions. And for the will, as well as for the ability to do this, such owe much to Haverford training and to the spirit which pervades her life.

When Haverford School commenced its work, it was essentially a college—that is, it aimed at a broad and generous instruction in classical and modern literature, the higher mathematics, and the sciences; and to fit its students either for immediate entrance upon professional or mercantile life, with minds prepared and tastes cultivated for private study and literary enjoyments, or for the profounder systematic study of specialties which belongs to the university or technical school. A preparatory department supplemented the collegiate, for in the earlier years of Haverford's history very few schools in the Society of Friends were sufficiently advanced, systematic in their courses, and thorough, to fit pupils for entrance into distinctively college classes. The narrow financial basis on which it was founded was a still greater embarrassment and peril, and in the autumn of 1845 its managers were compelled to succumb to the exigencies of an accumulating load of debt, and closed the institution for an indefinite period. But the value of its work had been proven, and Haverford's own children were already too numerous, capable, and energetic to permit its advantages to be lost to their successors. Mainly through their efforts it was re-opened in the spring of 1848, and has since prosecuted its work uninterruptedly. Other years passed before it responded to the manifestly prevalent opinion of its best friends and patrons that if it would command that support which was essential to the accomplishment of its highest purpose, it must adopt the name as well as the curriculum of a College, and must recognize accomplished work by conferring collegiate degrees. In 1856 the change was effected, and Haverford promptly took a recognized place among American

colleges. I will not claim that its work has ever been so advanced or varied as that of Harvard, the oldest and most honored of the colleges of our land ; but the welcome accorded to Haverford's sons at that ancient seat of learning, their admission to its Senior class upon the diploma of the classical course of this College without examination, and still more the high average of scholarship attained by these men under Harvard's training, show how closely has this standard been approached, and attest also the thoroughness of Haverford's work. And it is with no disparagement of kindred institutions throughout our land that we claim a special relationship with old Harvard, for our President is her honored son, while Harvard's dean is a Haverford alumnus, in whom his Alma Mater has just pride. Each is the gainer by the interchange. The selection of our own graduates as instructors is but natural, and within certain limits advantageous, but dependence upon these alone is certain to limit resources, to produce narrowness, to dwarf what might otherwise be a vigorous life.

“ Keep all thy native good, and
Naturalize all forain of that name.”

President Cattell, of Lafayette College, in a recent letter to an officer of Haverford, wrote : “ I wish, indeed, we could claim the good work you have done ; not to detract from your deserved reputation, but to add to what we may have secured by our own work. I speak honestly as well as frankly when I say that every college man in Pennsylvania (I ought to widen the area), honors the thorough work done at Haverford, and is proud of it.”

In comparing Haverford with kindred institutions, let us never blind ourselves to its unquestionable superiority to most in the opportunity for development of physical health and strength. Most colleges, in our Eastern States at least, are situ-

ated in centres of population. City surroundings not only present many diversions to the youthful mind, but forbid the maintenance of such ample grounds as facilitate out-door exercise and healthful study. These Haverford possesses in unusual degree. A lawn of sixty acres, laid out with taste, planted with such variety of trees and shrubbery as few American lawns, public or private, can boast, with nearly a half-century's growth now attained, is certainly no mean possession. The continuous residence upon the college grounds here afforded students, and the regular habits promoted by it, are large factors in the acquisition of learning, and in the ability to use it when gained. The testimony furnished me by one of our Alumni, also a graduate of Harvard College and of two medical schools, in reference to his own health experiences when a student here, is so pertinent that I venture to quote it: "When I went to Haverford," he writes, "I was undersized for my age, about fourteen, thin and delicate. I had little or no inclination for exercise or games, and a short walk was all that I could undertake. My first year was not a very great success, but during my Sophomore year the constant and steadily increasing improvement in health I have always regarded as prodigious. The gain in weight during several months of the year was about five pounds, making a total of quite thirty pounds. My growth in height—I remember it well by the extra vacation obtained—necessitated my return home at both mid-terms to receive an extension of trousers. My height was exceeded by only about six or ten boys in college. It was a transition from the front bench to the back one. During the remaining year I continued to gain, winning about fifteen or twenty pounds, and weighing when I went to Harvard, in 1864, about one hundred and fifty-five. This record speaks for itself of the advantages of regulated hours, plenty of food and sleep, out-door life and cricket offered by a Haverford life to one not naturally strong."

Doubtless a similar testimony, in character if not in degree, could be borne by many among us. Lives have been lengthened and enriched by our residence within these charming precincts.

We have traversed and enjoyed the fairer side of our picture of the past and present of Haverford, but let us not deceive ourselves. Beautiful and health-giving as are these academic lawns, successful as have been the efforts to instill into the minds of students sound learning, and to awaken the best instincts of intellectual life, meritorious as has been the authorship of professors past and present, and justly recognized as has been the original work of the College Observatory, it is but just, it is but politic, to acknowledge that our attainments are far short of our ideal. The science of education is ever advancing. If we would keep abreast of the age in the methods and scope of college training, we must be ever alert, ever receptive, ever studious. The tendency of the age is clearly toward larger liberty in the election of studies, and toward the closer division of work, and the employment of highly trained specialists. This last is not only calculated to promote more accurate scholarship, but sets before the student examples of enthusiastic devotion in various fields of learning, and stimulates the thirst for knowledge. It gives a wider acquaintance with literary and scientific men. It broadens the base upon which scholarship is builded. It enables the student to estimate more accurately his tastes and capabilities.

To what extent Haverford shall avail herself of such instrumentalities depends, more than aught else, upon the practical extent of your sympathy, my hearers, with her enlarged and ever-enlarging work. More undergraduates are now upon her roster than ever before, the present Freshman class is the largest yet known in her history, and if repeated in each of the three succeeding years, would swell the aggregate beyond the limits of present accommodations. The circle of those who have drank at her springs is ever widening, and her reputation for thorough

instruction, accurate scholarship, and healthful moral influence doubtless extending, and these may ensure the continued supply of students, and the maintenance or increase of the resultant revenue. But higher institutions of learning are not, cannot be, self-sustaining. A charge to students of the actual cost of their maintenance and instruction—including even the lowest equivalent for the capital invested for their benefit—would drive from our College a large proportion of its patrons. It would certainly narrow the scope of its usefulness and in great measure nullify the efforts of its founders. It would, in all probability reduce, rather than increase, its net revenue, and so promote financial embarrassment. On the contrary, it has ever been the desire of those intrusted with its management to extend the privileges of Haverford's training among many whose pecuniary resources will not permit the payment of even present charges, and especially to the best students of Friends' schools throughout the country, upon most of whom distant residence entails additional burdens. The endowment of competitive scholarships available for these would be a great boon.

During the past five years, with close scrutiny of current expenses, there has been an average annual deficiency of revenue, in excess of the income of all funds applicable to general uses, and to scholarships, of six thousand dollars. Friends of the College have shown the sincerity and depth of their friendship by replacing year by year, a large part of this deficiency ; but the success of so important an institution should not be dependent, in never so small a degree, upon uncertainties. Capitalized on the basis of an annual income of five per cent., this deficiency represents one hundred and twenty thousand dollars, a sum which should undoubtedly be added to the general endowment of the College.

At the opening of the school in 1833, it was announced by the managers that "By the kindness of several individuals, a

cabinet of specimens in natural history and other objects of curiosity has been formed without expense to the institution, amounting to about two thousand articles." There have since been many valuable additions to this collection ; yet the museum has not fully kept pace with our progress in other respects, nor can it ever fulfill its part as an instructor, or invite contributions, until granted a home attractive in appearance, easy of access, and adapted to systematic classification and to expansion. Such a building might fitly complete the College quadrangle, three sides of which are now inclosed by Barclay, Founders', and Alumni Halls.*

The present curriculum provides for less instruction in certain branches of Natural History, notably Geology, Botany, Zoology, than the times demand. The endowment of a chair of Natural History, or still better its equivalent in three, requiring a portion only of the time of each professor, or in corresponding lecture-ships, is therefore another of the needs of the day.

Now, as never before, does the public service of our country demand men trained in all those laws of economy of resources which concern the health, physical, social, financial, of our nation and local communities. And every college should bear its share in their education. Haverford is in some respects peculiarly fitted to assume it. Not a few of her sons are to-day actively engaged in unofficial public service, where such a training would have vastly increased their power. Let those of the future, then, reap the advantage of the early foundation of a Professorship of Civil and Political Science.

In a religious society discarding theological training as the prerequisite or resultant of a call to the ministry of the gospel

* Further consideration satisfies me that the location suggested would not be proper unless the building were placed at such distance as to insure the free passage of air and sunshine, and not to obstruct the views from the piazza of Founders' Hall.—J. B. G.

of Christ, and recognizing the possibility of a Divine call upon any baptized Christian at any period of life, is there not a special need that all of its members should be thoroughly grounded in biblical literature and exegesis—and can this be secured except through the establishment of another distinct professorship? In harmony with this thought, I quote the following sentences from the managers' address of 1833, already alluded to : “The external evidences of the truth of revealed religion are as proper a subject of investigation as any question in science. If true, they must be able to withstand, as they ever have done, the severest scrutiny. They form, in fact, the most irresistible weight of proof which has ever been brought to bear upon any question of a moral nature. Not to make the youthful mind acquainted with the wonderful train of events, the prophecies and their fulfillment, the undesigned and almost miraculous proofs of the truth of holy writ by profane and infidel writers, the confirmation by natural and moral revolutions, which this investigation opens, is to shut out one of the noblest views which the Almighty has vouchsafed to us of the course of His providence.”

Each of these three professorships calls for an endowment of at least fifty thousand dollars.

I am by no means insensible to the great advantage of an untrammeled endowment. One generation cannot wisely direct another. Invention, discovery, mental development determine in each succeeding age changes which cannot be foreseen. A life estate is all that under Divine laws any man can have in earthly possessions. “We brought nothing into this world, and it is certain we can carry nothing out.” Well may we question, therefore, the wisdom of attaching conditions to gifts; yet each must judge for himself, and act conscientiously in the appropriation of his means. We may easily conceive that one particularly interested in the foundation of either of the three

professorships here proposed might have little interest in the others, and rather than actively promote their creation might seek other channels for his beneficence. We can only urge that no unnecessary limitations may be imposed by any, and that an ultimate diversion to the general purpose of a sound education may be permitted to those who must be the judges of the future. Were all the additions to Haverford's endowment which I have outlined promptly made, we should still have much less at command than our neighbor at Bryn Mawr, whose advantages the young women about us are soon to enjoy.

Occasional lectures, singly or in courses, by men of power, so occupied in other fields of educational, literary, or other work as to preclude their more permanent engagement here, have of late been used with marked success in imparting instruction and stimulating intellectual activity in the student. Variety is always attractive to the young. The personal presence of men of distinction and just reputation excites in them a commendable ambition. It is the living illustration of the capabilities of the human mind. Who that has had the privilege of extensive travel at home or abroad will not attest the value of instruction so obtained, as supplementing that of atlases, globes, and text-books? So the personal illustration spoken of is to many pupils a speedier and surer lesson than many an hour of quiet study of books. What undergraduate of recent years fails to recall with some pleasurable emotion such visits to Haverford as those of James Hack Tuke, the intelligent student of Ireland's wrongs and effective advocate of the removal of their causes; of Thomas Hughes, the admiring pupil of Doctor Arnold endeared to the American schoolboy as the author of *Tom Brown's School Days at Rugby*; of Joseph Bevan Braithwaite, one of the most profound theologians and linguists in the Society of Friends; of Edward A. Freeman, the eminent historian; and most recently, of that accomplished scholar,

honored representative of the culture and best social life of old England, Lord Chief Justice Coleridge? The young man's dignity befitting the presence of men of such mold involves a self-imposed discipline, which is itself education. I rejoice in believing that the value of such visits and such lectures has been justly measured by the Faculty of the College, and that the wide acquaintance and influence of our President, due in part to his Harvard associations, the merit of his authorship, and his membership in the American branch of New Testament revisers will facilitate the wise use of these means of instruction.

The judicious use of the power intrusted to colleges by the State of conferring honorary degrees, is always a delicate and embarrassing duty. The very value of such degrees depends strictly on their being limited to the recognition of merit extraordinary. If Haverford has erred in the exercise of this power, it has been on the safer side. Master of Arts in fourteen instances, Doctor of Literature in a single case, and Doctor of Laws thrice, comprise all that has been done in this direction in the twenty-seven years of its collegiate existence. However we may differ as to the wider use of this power, shall we not all agree that recognition should be thus given to accomplished literary and scientific work of superior merit by her own graduates or former students, and especially within the educational circles of the Society of Friends, whether or not the worthy be her own children? The organization of the Educational Association of Friends in America has made possible what a few years ago would at least have been attended with great difficulty and probable inaccuracy, the measuring of the relative strength and originality of all the leading educators among American Friends. The recent conference of this association was attended by at least two managers of Haverford College, and two members of its Faculty. Had these, at the close of that conference, united in the nomination of one or more of those educators with whom they

had been brought into intimate relation, and who had impressed them all as men of mark in their profession, the conferring upon them of suitable honorary degrees would unquestionably have been but the just recognition of merit and success, would have been a welcome addition to their professional capital, and would have materially strengthened the hold of Haverford upon communities and institutions of learning which may yet assist largely in maintaining and advancing its work. Is it yet too late?

The fleeting hour bids me close.

FORMER STUDENTS OF HAVERFORD :

How vividly do pictures of our school or college life crowd our memories to-day, as we look into faces long lost to view, and chords are touched which have been silent for years! Bright days were those, when limbs were lithe, hearts buoyant, and brows unmarked by care. In memory we live them over with delight, yet who would bring them back? Who would reverse the wheel of time, and traverse once again the thorny path of years irrevocably past? If we have learned aright the lessons which our nurturing mother taught, of man's depravity, God's mercy, Christ's redeeming love, fain would we keep our eyes intent upon the mercy-seat, and trusting, praying, pressing on, complete life's pilgrimage, obtain the starry crown.

But mid our joy to-day, our thoughts will naturally turn to those whose faces, once familiar here, we see not. Many of these engrossed in cares legitimate in distant fields of labor are toiling on, regardless of the pause we make to lighten care. Bearing aloft the banner of the Cross, sowing in youthful minds the seeds of virtue and of lore, pleading just cause, or ministering the healing art at sufferer's side—whatever the field, if only by the path of duty—for these we feel no sadness. Heaven's richest blessings rest upon them, and may the message of our thought and love cheer and encourage them.

But death has made its inroads. Not a few, life's work completed, have crossed the valley and passed over to the other shore.

And are there other few in whom affection for their college home lives not, because their minds responded not to all the care bestowed? Would they were here. Would they could know how gladly and how tenderly they would be welcomed back.

OUR ALMA MATER:

Thine are we, and to thee we owe more than our words can tell. From out thy precious store of truth thou gave us freely. We thank thee for the light thou shed upon our paths, the helping hand thou gave us. Let us in turn, thy hand in ours, guide and sustain thy later life. And when, thy century completed, our children and our children's children meet as we are met, to crown thee with the laurel, may they rejoice as we rejoice to-day. Thy brow is fair, and pure thy heart, advancing years are adding to thy wisdom and thy strength.